

## Remote Delivery of SLCL Modules in Brightspace

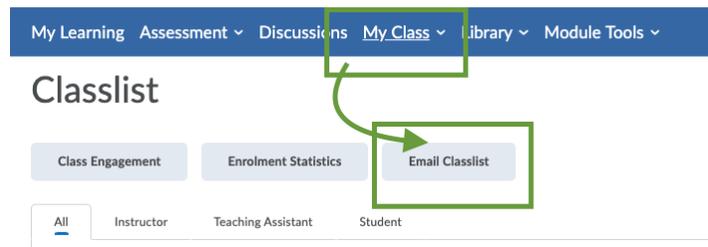
As a School we have agreed on the [principle that Brightspace is the essential hub](#) for our students to access key information about their modules. In the current circumstances, the VLE has taken on an ever more important role, as it is now the only channel through which we share material with students, inform them about assessments, set up and receive submissions of assessments and deliver our teaching, either synchronously, asynchronously, or both. As students do no longer have the opportunity to ask us in person in the classroom, it is particularly important to make it easy for them to navigate the Brightspace page for each module.

While we are all at different levels of technological know-how, and it might not be the time for learning and trying out too many new tricks, information about the current module delivery, including assessment, as well as access to materials, lectures and tasks for online study should be provided for each module. With interaction in class falling away, it would probably also be important to find some way of engaging with students interactively, at least for part of the remote delivery.

Below is a helpful reminder of the tools that BS has to offer to communicate and interact with students, including links.

### 1. Establishing effective communication with students

- Display Module Coordinator and Team details with the reference how to contact all - add this information to **My Learning > Overview** (That space can also hold information about the module, plagiarism policy and information on [Extenuating Circumstances](#); late submissions; info on progression and more) [here an example](#) of the Module Overview in Brightspace
- Brightspace **Announcements** - you can send main communication via announcements alarming students to ensure they have their notifications switched on - [here a one pager for students](#); You can consider Video Announcements as well with the [Video Note](#)
- **Brightspace Emails** - you can email students/groups directly from your module and cc yourself (below)



- **Discussion Forum** - as a FAQ space for students to discuss any issues they might have with the module, [here](#) an example within a Spanish module

### 2. My Learning space as an engaging tool for your modules

- Ensure your “units” are clearly named, ideally referring to module weeks and/or themes/topic (You can manage your units in Module Builder, [here](#) a brief manual)

- Have one unit “**Online Learning and Assessment in this Module**” added to the My Learning space - that can hold all information about how you are planning to teach and assess, including Virtual Classroom information. [Go here](#) to see a document showing how to manage that space.
- Avoid sub units in my Learning Space
- Add images to individual units and add description to your content to provide the overviews of the weeks/themes/topics e.g. This week will be focusing on XYZ and in this section you will find ABC to support you in your learning
- Establish a “netiquette” with students and ask them to e.g. upload their image to their profile, stay in the whole online session - it is like managing the classroom but in a new environment
- Be consistent when naming files and stick to the same naming convention for one module (e.g. if a week theme is *Modern Literature* name all files related to it *Modern Literature\_lecture1/add date*)
- Upload files in accessible formats (file formats, their quality and size)
- When using external links, be descriptive (e.g. *Watch this [video on Modern Literature](#) by professor XYZ*)

### 3. Delivering your Classes Online (Learning Materials and Engaging Students)

- **Language Tutorials** - consider using a Virtual Classroom within your Brightspace module ([here](#) some more information on its use); Try different functionalities to keep classes dynamic. Have Google Hangouts Meet/Zoom as a contingency plan. Record the sessions for accessibility reasons and share with students
- **Films/Videos used in class/lectures** - add these to My Learning asking students to watch in their own time and then ask students to come to your Virtual Classroom/do the e-activities if you are holding live sessions; Same approach can be taken with any self-paced/asynchronous material;
- **Lectures** - can be pre recorded (mp4 videos with audio and captions) as well as delivered via the Virtual Classroom (recorded and shared with students in My Learning space )
- **Showcasing Tools e.g. for translation** - Virtual Classroom in Brightspace with the change of attendees’ roles to presenters
- **Pre-recorded Slides** - You can record your slides (both Powerpoint and Keynote) and use as asynchronous learning materials for your modules ([here](#) how to record slides) to ensure full accessibility; use mp4s as the most accessible format with captions (if possible) You can also consider a screencasting tool e.g. Screencast-o-matic
- **Discussion Forums** - can be used as reflective journals ([here](#) a manual on how to set them up), blogs and wikis or to substitute classroom discussions in an asynchronous learning; it can also support class projects and group work creating a space for students to work collaboratively ([Group work in Brightspace manual](#))
- **Surveys** - could be deployed at the end of each class to check what students have learned and received feedback on their progress. It can be Likert Scale type of questions or simple YES/NO or Open Ended Questions; Release conditions and timing can prompt students to do a task in a timely manner
- **Quizzes** - can be used also with non quizzing functionalities for formative assessment, reflections with open-ended non-graded questions; can be used for parts of exams as gap filling activities
- **Checklists** - can be used before or after learning materials and can engage students with the content more. [Go here](#) for more information
- **Release Conditions and Intelligent Agents** - more advanced features helping you with managing your classes - [here more info](#)

### 4. Assessing Online

- **Exam Language Papers**
  - Aural Comprehension

- Gap Filling Activities - Grammar Activities
  - Combination of Quiz + Assignments - integrated appr
  - oach
  - Open Ended Questions in the exam
  - Grading and annotating written assignments - Grade Item info [here](#)
  - Anonymous Marking of Assignments - please consider this setting of the assignment and [go here](#) to read more
  - Rubrics for assessment
- **Oral Exams**
    - Live Presentations - with the use of a Virtual Classroom tools ([here](#) an overview of UCD tools with a new tool Bongo added)
    - Pre-recorded Presentations given by students - Video Notes Assignments - [go here](#) to see a manual; other possible options here
    - Live - phoning in - Collaborate Ultra/Zoom will provide a stable phone in functionality
    - Student as a group interactions - use of Virtual Classroom tools
- **Other exams of “content” modules**
    - Written exams
    - Quizzes

On the question of authorship, University T&L (together with IT and assessment) is currently developing an honours clause that students would have to tick before submitting their piece of work on BRightspace. We will see to what extent this fits our needs, or if we wish to add something else/amend it. For the time being, [go here](#) to see how to ensure the assessment integrity with a disclaimer being added to your assignments.

If you need further help with any of these or if a subject would like to have a session with Eva about these, [please contact Eva](#)